

Academic Achievement Distinction Designations In Reading/English Language Arts (ELA) and Mathematics

Commissioner of Education Final Decisions

Overview

The Academic Achievement Distinction Designations Committee (AADD) developed the criteria and targets for the campus-level academic achievement distinction designations to recognize outstanding academic achievement in reading/English language arts (ELA) and mathematics.

Distinctions Criteria for 2013

The indicators that will be used to determine outstanding academic achievement vary by type of campus. See *Table 1: AADD Indicators by Campus Type and Subject*.

The distinctions designation system will evaluate campuses in four steps:

1. The first step identifies a campus comparison group of 40 other public schools for each campus and calculates campus performance for each distinction indicator by subject. The comparison group methodology will take into account the following factors: campus type (elementary, middle, high school), campus size (total student enrollment), student mobility, percent English language learners, and percent economically disadvantaged.
2. The second step compares the performance of the target campus to the performance of the campuses in the comparison group for each indicator meeting a minimum size of 10.
3. The third step generates a single outcome by subject for each campus based on the number of measures that met the criteria in step 2.
4. The final step is a statewide evaluation of campus outcomes in order to identify the campuses that qualify to earn a distinction designation in each subject. Note that indicators, such as Attendance Rate, that cannot be reported by separate subject areas cannot be the sole attained measure.

See *Figure 1: Framework and Target Selection for Distinction Designations System: Mathematics*.

Targets for 2013

The AADD framework requires that targets are established at two points in the system framework – at step 2 when performance on each indicator is evaluated in relation to that of campuses in a comparison group, and at step 4 when performance of all campuses on the single outcome for each subject is evaluated to determine the campuses that qualify to earn distinction designations.

- Campuses in the top 25% (top quartile) of their campus comparison group in step 2 are eligible for a distinction designation for that subject area.
- Elementary and middle school campuses in the top quartile on at least 50% of their eligible measures qualify to receive a distinction designation for that subject area.
- High schools and K-12 campuses in the top quartile on at least 33% of their eligible measures qualify to receive a distinction designation for that subject area.

Table 1: AADD Indicators by Campus Type and Subject

AADD Indicator		High School	Middle School	Elementary	K-8	K-12
1. Attendance Rate		Not Subject Specific / Applies to both subjects and all levels				
2. SAT/ACT Participation		ELA and Math				ELA and Math
3. SAT Performance: ELA		ELA				ELA
4. ACT Performance: ELA		ELA				ELA
5. SAT Performance: Mathematics		Math				Math
6. ACT Performance: Mathematics		Math				Math
7. Algebra I by Grade 8 – Participation			Math		Math	Math
8. Algebra I by Grade 8 – Performance (Level III)			Math		Math	Math
9. Grade 3 Reading Performance (Level III)				Reading/ELA	Reading/ELA	Reading/ELA
10. Grade 4 Writing Performance (Level III)				Reading/ELA	Reading/ELA	Reading/ELA
11. Grade 5 Math Performance (Level III)				Math	Math	Math
12. Grade 7 Writing Performance (Level III)			Reading/ELA		Reading/ELA	Reading/ELA
13. Grade 8 Reading Performance (Level III)			Reading/ELA		Reading/ELA	Reading/ELA
14. PLAN (Grade 10) and PSAT (Grade 10 and Grade 11) Participation (2014)		ELA and Math				ELA and Math
15. PSAT (Grade 10 and Grade 11) Performance: ELA (2014)		ELA				ELA
16. PSAT (Grade 10 and Grade 11) Performance: Mathematics (2014)		Math				Math
17. PLAN (Grade 10) Performance: ELA (2014)		ELA				ELA
18. PLAN (Grade 10) Performance: Mathematics (2014)		Math				Math
19. AP/IB Course and Advanced/Dual Enrollment Course Completion Participation		ELA and Math				ELA and Math
20. AP/IB Examination Performance: ELA		ELA				ELA
21. AP/IB Examination Performance: Mathematics		Math				Math
22. Greater Than Expected Student Growth		ELA and Math	ELA and Math	ELA and Math	ELA and Math	ELA and Math
Total Indicators	Reading/ELA	10	4	4	6	14
	Mathematics	10	4	3	5	13

Reading/ELA = indicator can be evaluated for Reading/English Language Arts only; **Math** = indicator can be evaluated for Mathematics only;

ELA and Math = indicator will be evaluated for both Reading/ELA and Mathematics; blank = indicator is not applicable at this campus level.

Figure 1: Framework and Target Selection for Distinction Designations System: Mathematics

